

PSHE Policy

1. Aims and objectives

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities.

They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others; be tolerant.
- Be independent and responsible members of the school community;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Understand democracy and the need for rules and laws;
- Promote fundamental British values.

2. Promoting British Values

The Department for Education state that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Leicester Community Academy these values are reinforced regularly and in the following ways.

Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our school council and regular questionnaires. The elections of the school council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. We have whole school rules which are embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. The rule of law can be seen in practice when attending trips to the County Courts.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how they record; of participation in our extra-curricular activities; our pupils are given the freedom to make choices.

Mutual Respect

Respect is one of the core values of our school. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. The core value of Respect at Leicester

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Community Academy underpins our work every day both in and out of the classroom.

Tolerance of Those with Different Faiths and Beliefs & protected characteristics

Our core value of Respect ensures tolerance of age, disability, race, faiths and beliefs, gender, gender reassignment, sexual orientation. Our school enhances pupils understanding of different faiths and beliefs through religious education studies; P.S.H.E. work; participation in celebrations, welcoming visitors from many differing faith groups and enjoying a depth of study during themed weeks. Beliefs, traditions and customs are studied in depth, with visitors being invited into our school to enrich and extend understanding. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society.

3. Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities and regular assemblies.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as police, and representatives from other professions, whom we invite into the school to talk about their role in creating a positive and supportive local community.

4. PSHE and curriculum planning

We introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of PSHE and citizenship through our religious education lessons.

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We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss matters.

5. Assessment and recording

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the objectives set. Newly trialled assessments target children who are exceeding expectations and those causing concern. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage and each topic.

Teachers record the achievements of pupils in PSHE and citizenship in their mark books.

We report these achievements to parents each year.

9. Monitoring and review

The citizenship teacher is responsible for monitoring the standards of children's work and the quality of teaching. The subject teacher supports colleagues in the teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

Although the frameworks for PSHE and Citizenship (Key Stages 1 and 2) are not statutory they contain some statutory elements.

- Aspects of health and sex relationship education are included in the science programmes of study and physical education programme of study and covered in SRE lessons.
- Aspects of citizenship education are included in the history and geography programmes of study and syllabuses.
- In all national curriculum subjects, teachers are required to make effective Provision for all pupils.
- Education Act 2002. All schools must provide a broad and balanced curriculum which :
- Promotes the spiritual, moral, cultural, mental and physical development of pupils.

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- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Reviewed: September 2016

Next Review: September 2017